



Anderson 5 School District

400 Pearman Dairy Road
Anderson, South Carolina

Grades PK-12 District
Enrollment 12,427 Students
Superintendent Betty T. Bagley 864-260-5000
Board Chair Dr. William Mack Burriss 864-224-6384

THE STATE OF SOUTH CAROLINA 2009 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	At-Risk
2008	Average	Good
2007	Average	Below Average
2006	Average	Below Average
2005	Good	Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

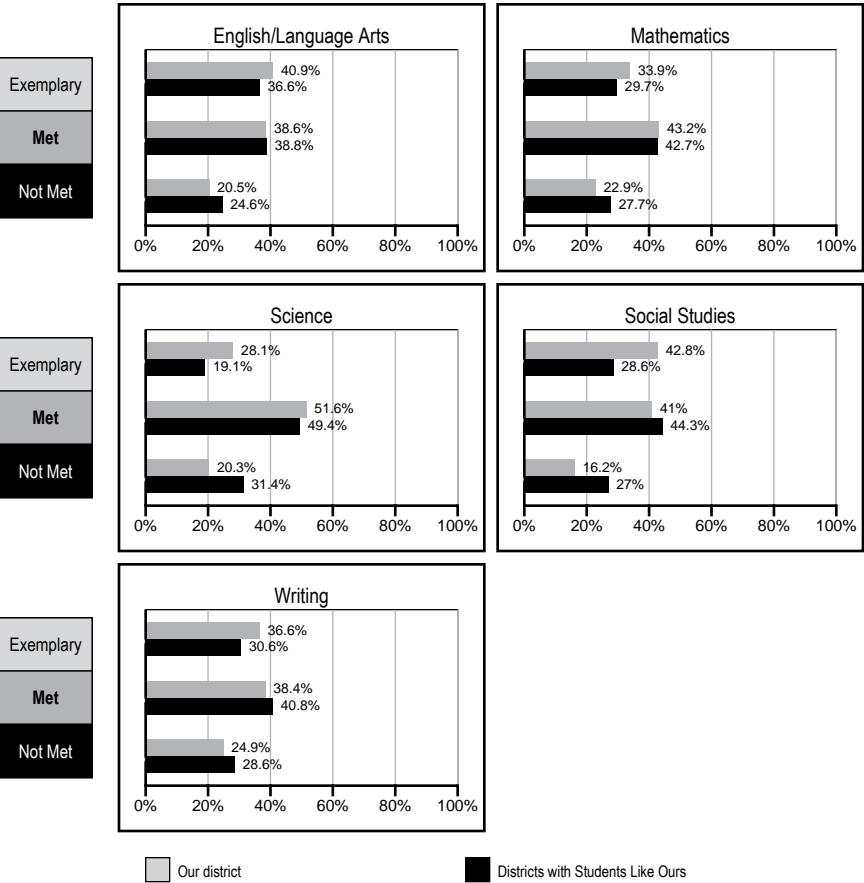
97.1%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	8	9	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Districts with Students Like Ours are districts with poverty indices of no more than 5% above or below the index for the district.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our District			Districts with Students Like Ours		
Percent	2007	2008	2009	2007	2008	2009
Passed both subtests	78.3%	81.3%	77.8%	81.2%	82.8%	78.0%
Passed one subtest	10.9%	9.8%	10.5%	10.6%	9.6%	11.8%
Passed no subtests	10.8%	8.9%	11.7%	8.2%	8.1%	10.2%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our District	Districts with Students Like Ours
Algebra 1/Math for the Technologies 2	85.1%	79.3%
English 1	76.1%	70.3%
Physical Science	66.1%	56.9%
US History and the Constitution	40.3%	42.9%
All Subjects	68.2%	63.4%

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District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=12,427)				
First graders who attended full-day kindergarten	99.1%	Up from 98.7%	98.6%	99.7%
Retention rate	2.6%	Down from 3.1%	2.5%	3.1%
Attendance rate	96.3%	Up from 95.0%	95.7%	95.7%
Eligible for gifted and talented	13.7%	Up from 11.4%	14.0%	11.2%
With disabilities other than speech	12.0%	Down from 12.4%	10.0%	10.6%
Older than usual for grade	3.1%	Down from 3.5%	3.1%	4.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	Down from 0.8%	0.5%	0.5%
Enrolled in AP/IB programs	19.3%	Up from 14.8%	16.1%	10.5%
Successful on AP/IB exams	78.3%	Down from 81.8%	50.0%	51.2%
Eligible for LIFE Scholarship	38.0%	Down from 53.9%	33.1%	30.8%
Enrolled in adult education GED or diploma programs	227	Up from 143	71	40
Completions in adult education GED or diploma programs	85	Up from 41	61	30
Annual dropout rate	5.5%	Up from 4.6%	2.9%	3.4%
Teachers (n=924)				
Teachers with advanced degrees	51.9%	Up from 50.6%	58.1%	56.8%
Continuing contract teachers	77.8%	Up from 69.9%	80.9%	76.7%
Teachers with emergency or provisional certificates	3.5%	Up from 2.8%	3.5%	4.6%
Teachers returning from previous year	89.4%	Up from 89.3%	90.2%	88.4%
Teacher attendance rate	95.5%	Up from 95.2%	95.4%	95.0%
Average teacher salary*	\$46,186	Up 4.0%	\$47,837	\$46,992
Vacancies for more than nine weeks	0.5%	No Change	0.1%	0.4%
Professional development days/teacher	11.7 days	Down from 12.1 days	13.0 days	13.1 days
District				
Superintendent's years at district	9.0	Up from 8.0	2.0	3.0
Student-teacher ratio in core subjects	20.4 to 1	Up from 20.0 to 1	21.1 to 1	20.5 to 1
Prime instructional time	91.1%	Up from 88.7%	90.2%	89.8%
Dollars spent per pupil**	\$9,033	Up 4.7%	\$8,697	\$9,279
Percent of expenditures for teacher salaries**	56.1%	Up from 54.3%	56.0%	52.7%
Percent of expenditures for instruction**	58.9%	Up from 57.3%	58.7%	56.7%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
Number of schools	15	No Change	15	9
Number of magnet schools	1	No Change	0	0
Portable classrooms	5.7%	Down from 6.1%	5.7%	3.5%
Average age in years of school facilities	28 Years	No Change	24 Years	28 Years
Number of schools with SACS accreditation	15.0	No Change	13.0	8.0
Parents attending conferences	94.9%	Up from 91.3%	95.4%	93.9%
Average administrator salary	\$85,202	Up 6.1%	\$79,227	\$79,261

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Performance By Student Groups

	HSAP Passage Rate by Spring 2009		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	711	94.2%	3339	68.2%	849	75.4%	Yes
Gender							
Male	361	92.8%	1586	70.4%	440	71.6%	N/A
Female	350	95.7%	1753	66.1%	409	79.5%	N/A
Racial/Ethnic Group							
White	474	98.1%	2022	76.7%	548	83.2%	N/A
African American	219	85.4%	1146	51.8%	273	60.8%	N/A
Asian/Pacific Islander	N/A	N/A	66	93.9%	N/A	N/A	N/A
Hispanic	N/A	N/A	84	66.7%	14	50.0%	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	72	54.2%	337	34.4%	103	33.0%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	115	75.7%	11	63.6%	N/A
Socio-Economic Status							
Subsidized meals	262	87.0%	1504	57.2%	328	60.1%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

HSAP Passage Rate by Spring 2009

	Our District	Districts with Students Like Ours
Percent	94.2%	94.8%

On-Time Graduation Rate

	Our District	Districts with Students Like Ours
Number of Students	849	927
Number of Diplomas	640	662
Rate	75.4%	75.0%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2008	2009	2008	2009	2008	2009	2008	2009		
District	495	496	523	521	487	485	1506	1503		
State	484	482	496	496	471	467	1451	1445		
Nation	497	496	510	510	488	487	1495	1493		
ACT	English		Math		Reading		Science		Total	
	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009
District	19.4	19.8	20.8	21.0	20.0	20.9	20.3	20.5	20.2	20.7
State	18.9	18.9	20.1	19.9	19.7	19.7	19.6	19.7	19.7	19.7
Nation	20.6	20.6	21.0	21.0	21.4	21.4	20.8	20.9	21.1	21.1

Abbreviations for Missing Data

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School District Governance

Board Membership	7 trustees elected to single-member seats, 2 trustees elected to at-large seats
Fiscal Authority	District Board/County Board/Referendum
Average Number of Hours of Training Annually	4.8 per board member
Percent New Trustees Completing Orientation	N/A

District Superintendent's Report

In a year of economic recession and budget cuts, our students, parents, and teachers kept their focus on teaching and learning. The academic achievements we saw this year are the fruits of this effort. They include:

In August 2008 we opened the new West Market Early Childhood and Education Center, which joined our existing early childhood center at South Fant. The two centers mark our district's strong commitment to early childhood education.

Seven schools earned Palmetto Gold or Silver awards, recognizing the schools with the highest levels of student academic achievement and the fastest rates of improvement. Concord and Midway elementary schools and Westside High School won Palmetto Gold awards for general school performance, and Palmetto Silver awards were won by Nevitt Forest Elementary, McCants and Southwood middle schools, and T.L. Hanna High School. Also, Concord Elementary, Southwood Middle, and Westside High won Palmetto Silver awards for closing achievement gaps between groups of students.

Nevitt Forest was named one of two South Carolina elementary schools chosen to become the state's first Inside-Out Centers for Learning. The selected sites received a \$25,000 grant to develop and pilot initiatives designed to transform teaching and learning for the future.

Westside became one of just ten South Carolina public schools, and the sole high school, to win the state's prestigious Exemplary Writing Program Award, given to those schools that are most effective in teaching writing skills.

Varenes Academy of Communications and Technology became the only South Carolina school to win a 2009 Literacy Spot Award, which recognizes outstanding emergent literacy programs in primary schools in the state.

At the end of the 2008-2009 school year, several important decisions pointed the way to even more progress. First, our Board of Trustees granted Varenes Academy of Communications and Technology and Nevitt Forest Elementary School magnet school status. Both schools will accept students from throughout the district as space allows. In addition, the board approved a name change for Nevitt Forest. It will now be known as "Nevitt Forest Community School of Innovation."

Also, Midway Elementary School was granted theme school status by the board as a STEM (Science, Technology, Engineering and Math) school. Midway's new name will be "Midway Elementary School of Science and Engineering."

Of course, the other important sign of progress in our district was the continuation of our \$140 million building program, which was approved by more than 60 percent of district voters in our April 2007 referendum.

District Five Superintendent Betty T. Bagley

No Child Left Behind

District Adequate Yearly Progress	No
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This district met 31 out of 33 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

District Improvement Status	Continuing District Improvement
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The district missed AYP for three years. Sanctions: Revise or continue the district improvement plan.

Number of students in their first year of US school.	0
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Title I Schools' School Improvement Status

School	Status	School	Status
Southwood Middle	CA	Nevitt Forest Elementary	NI-DELAY
Homeland Park Elementary	NI-DELAY		

The Anderson 5 School District consists of 15 public schools with 3 of these schools, or 20%, in improvement status.

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary*	State % Met or Exemplary	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	5651	99.9	19.9	38.7	41.4	88.1	82.8	Yes	Yes
Gender									
Male	2880	99.9	23.3	37.2	39.5	84.9	79.3	N/A	N/A
Female	2771	100.0	16.4	40.2	43.4	91.4	86.5	N/A	N/A
Racial/Ethnic Group									
White	3240	100.0	12.4	34.4	53.2	92.9	89.5	Yes	Yes
African American	2122	99.9	31.9	45.0	23.1	80.4	73.7	Yes	Yes
Asian/Pacific Islander	85	100.0	14.8	33.3	51.9	91.4	92.3	Yes	Yes
Hispanic	174	99.4	20.1	46.1	33.8	88.3	76.5	Yes	Yes
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	82.5	I/S	I/S
Disability Status									
Disabled	873	99.8	57.0	32.1	10.9	57.0	52.0	No	Yes
Migrant Status									
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	66.1	N/A	N/A
Limited English Proficient									
Limited English	207	100.0	25.8	45.1	29.1	83.5	75.1	Yes	Yes
Socio-Economic Status									
Subsided meals	3095	99.9	29.6	44.5	26.0	81.6	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	5649	100.0	22.2	43.5	34.3	84.4	78.9	Yes	Yes
Gender									
Male	2879	99.9	24.0	41.3	34.6	82.7	77.0	N/A	N/A
Female	2770	100.0	20.4	45.7	33.9	86.2	80.9	N/A	N/A
Racial/Ethnic Group									
White	3239	100.0	14.4	40.2	45.4	90.7	87.2	Yes	Yes
African American	2121	99.9	36.2	47.8	16.0	73.2	66.7	Yes	Yes
Asian/Pacific Islander	85	100.0	4.9	34.6	60.5	98.8	93.0	Yes	Yes
Hispanic	174	100.0	13.0	57.8	29.2	91.6	76.0	Yes	Yes
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	79.5	I/S	I/S
Disability Status									
Disabled	872	99.8	60.8	32.2	6.9	50.6	45.5	No	Yes
Migrant Status									
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	75.7	N/A	N/A
Limited English Proficient									
Limited English	207	100.0	17.0	51.1	31.9	87.9	76.1	Yes	Yes
Socio-Economic Status									
Subsided meals	3094	99.9	33.0	49.1	17.9	76.2	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science							
All Students	3784	99.6	19.2	52.1	28.7	80.8	67.5
Gender							
Male	1943	99.7	20.2	48.7	31.2	79.8	67.0
Female	1841	99.5	18.2	55.7	26.1	81.8	68.0
Racial/Ethnic Group							
White	2194	99.6	10.7	50.3	39.0	89.3	79.5
African American	1397	99.6	33.8	54.6	11.6	66.2	50.3
Asian/Pacific Islander	56	100.0	11.3	43.4	45.3	88.7	84.3
Hispanic	117	99.2	15.3	58.6	26.1	84.7	60.7
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status							
Disabled	600	99.7	55.4	36.3	8.3	44.6	35.6
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	46.1
Limited English Proficient							
Limited English	144	100.0	18.0	58.6	23.3	82.0	59.6
Socio-Economic Status							
Subsided meals	2089	99.5	28.7	56.5	14.8	71.3	55.1

Social Studies

All Students	3765	99.7	15.5	41.2	43.4	84.5	72.3
Gender							
Male	1934	99.6	16.9	37.7	45.4	83.1	71.5
Female	1831	99.8	14.0	44.7	41.3	86.0	73.2
Racial/Ethnic Group							
White	2154	99.6	10.1	34.3	55.7	89.9	80.7
African American	1410	99.9	24.7	51.6	23.7	75.3	60.0
Asian/Pacific Islander	56	100.0	7.1	28.6	64.3	92.9	88.5
Hispanic	120	99.2	11.1	51.9	37.0	88.9	68.0
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	72.2
Disability Status							
Disabled	562	99.3	43.6	42.5	13.9	56.4	43.5
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	50.7
Limited English Proficient							
Limited English	133	100.0	14.3	44.4	41.3	85.7	67.9
Socio-Economic Status							
Subsided meals	2051	99.8	23.7	50.8	25.5	76.3	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary	State % Met or Exemplary	District Attendance Rate	State Attendance Rate
Writing									
All Students	5653	99.3	24.3	36.6	39.0	75.7	70.2	96.0	96.1
Gender									
Male	2885	99.2	31.4	35.4	33.2	68.6	63.2	95.8	96.0
Female	2768	99.4	17.0	37.9	45.0	83.0	77.5	96.1	96.3
Racial/Ethnic Group									
White	3241	99.4	17.2	33.4	49.4	82.8	79.1	95.8	95.9
African American	2125	99.1	35.7	41.4	22.9	64.3	57.6	96.2	96.3
Asian/Pacific Islander	87	97.7	13.4	34.1	52.4	86.6	86.2	97.2	97.3
Hispanic	173	100.0	28.9	39.6	31.4	71.1	62.6	96.3	96.5
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	68.7	99.1	94.9
Disability Status									
Disabled	882	96.9	69.4	23.2	7.3	30.6	26.1	94.9	95.2
Migrant Status									
Migrant	N/A	N/AV	I/S	I/S	I/S	I/S	54.7	98.9	96.5
Limited English Proficient									
Limited English	204	100.0	31.5	33.7	34.8	68.5	61.2	96.7	96.8
Socio-Economic Status									
Subsidized meals	3058	99.1	36.3	40.1	23.5	63.7	58.9	95.3	95.6

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	972	100.0	16.1	28.7	55.2	83.9
	4	966	100.0	20.4	40.5	39.1	79.6
	5	958	100.0	15.2	39.0	45.8	84.8
	6	952	99.9	22.0	43.4	34.6	78.0
	7	933	100.0	24.3	39.2	36.5	75.7
	8	870	99.7	21.5	41.5	36.9	78.5
Mathematics							
2009	3	972	100.0	26.0	38.0	36.0	74.0
	4	965	100.0	20.5	45.9	33.5	79.5
	5	958	100.0	19.6	46.0	34.4	80.4
	6	952	100.0	21.1	42.4	36.5	78.9
	7	932	100.0	25.6	45.2	29.2	74.4
	8	870	99.7	20.5	43.2	36.3	79.5
Science							
2009	3	491	100.0	26.3	42.2	31.5	73.7
	4	964	100.0	17.2	57.5	25.3	82.8
	5	484	99.6	20.5	54.6	24.9	79.5
	6	476	97.7	18.3	53.8	27.8	81.7
	7	932	100.0	16.9	54.9	28.2	83.1
	8	437	99.5	20.1	40.7	39.2	79.9
Social Studies							
2009	3	485	100.0	13.4	39.9	46.7	86.6
	4	964	99.9	9.9	46.9	43.2	90.1
	5	477	100.0	16.7	42.6	40.6	83.3
	6	479	98.1	10.6	51.8	37.6	89.4
	7	929	100.0	23.6	33.2	43.2	76.4
	8	431	100.0	16.5	33.7	49.8	83.5
Writing							
2009	3	972	99.0	24.5	28.6	46.9	75.5
	4	963	99.4	29.1	35.2	35.7	70.9
	5	953	99.2	21.7	36.7	41.5	78.3
	6	954	99.4	22.7	38.0	39.3	77.3
	7	933	99.0	25.1	39.8	35.1	74.9
	8	878	99.7	22.8	41.7	35.5	77.2

Abbreviations for Missing Data

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HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	885	99.5	14.6	31.3	29.8	24.2	64.2	61.8	No	Yes
Male	440	99.8	18.2	30.5	29.8	21.5	61.0	57.4	N/A	N/A
Female	445	99.3	11.1	32.2	29.9	26.9	67.4	66.1	N/A	N/A
White	537	99.6	9.6	26.2	33.3	30.8	74.9	74.3	Yes	Yes
African American	311	99.4	23.6	41.4	23.9	11.1	44.4	44.9	No	Yes
Asian/Pacific Islander	15	100.0	6.7	20.0	26.7	46.7	80.0	77.4	I/S	I/S
Hispanic	13	100.0	23.1	38.5	23.1	15.4	53.8	50.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	55.4	I/S	I/S
Disabled	156	98.7	52.0	37.2	8.1	2.7	16.2	19.4	No	Yes
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	15	100.0	20.0	53.3	6.7	20.0	40.0	38.5	I/S	I/S
Subsized meals	396	99.0	25.1	41.3	22.8	10.8	45.0	45.6	No	Yes

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	884	99.7	17.7	28.9	23.5	29.9	64.9	62.7	Yes	Yes
Male	440	99.8	20.1	23.9	24.1	31.9	66.2	61.8	N/A	N/A
Female	444	99.5	15.3	33.8	22.9	28.0	63.7	63.6	N/A	N/A
White	536	99.8	10.9	24.9	24.9	39.3	73.9	75.1	Yes	Yes
African American	311	99.4	29.6	38.4	21.2	10.8	47.1	45.1	No	Yes
Asian/Pacific Islander	15	100.0	6.7	N/A	20.0	73.3	93.3	83.8	I/S	I/S
Hispanic	13	100.0	30.8	15.4	30.8	23.1	69.2	58.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	59.2	I/S	I/S
Disabled	156	98.7	65.5	20.9	9.5	4.1	16.2	21.8	No	Yes
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	15	100.0	26.7	13.3	20.0	40.0	66.7	52.3	I/S	I/S
Subsized meals	395	99.2	30.2	34.9	22.5	12.4	46.3	47.9	No	Yes

Physical Science (End-of-Course Performance by Group)

All Students	882	89.9	49.8	16.6	12.1	11.5	N/A	N/A	N/A	N/A
Male	440	87.5	45.5	13.9	14.3	13.9	N/A	N/A	N/A	N/A
Female	442	92.3	54.1	19.2	10.0	9.0	N/A	N/A	N/A	N/A
White	535	91.8	42.8	17.9	15.5	15.5	N/A	N/A	N/A	N/A
African American	310	87.4	64.2	13.9	5.8	3.5	N/A	N/A	N/A	N/A
Asian/Pacific Islander	15	93.3	20.0	13.3	33.3	26.7	N/A	N/A	N/A	N/A
Hispanic	13	76.9	46.2	23.1	N/A	7.7	N/A	N/A	N/A	N/A
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	153	62.7	57.5	3.9	1.3	N/A	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English	15	80.0	40.0	26.7	N/A	13.3	N/A	N/A	N/A	N/A
Subsized meals	393	85.0	61.1	12.7	6.1	5.1	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced*	State % Proficient or Advanced*
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)									
All Students	2008	885	98.6	12.2	25.6	35.1	27.1	70.3	69.7
	2009	885	99.5	14.6	31.3	29.8	24.2	64.2	61.8
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)									
All Students	2008	885	98.4	13.3	24.5	37.0	25.2	70.6	67.2
	2009	884	99.7	17.7	28.9	23.5	29.9	64.9	62.7

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.6%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.0%	5.8%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.7%	0.0%	No
Student attendance rate, grades K-8	96.3%	94.0%*	Yes

* Or greater than last year

** Adjusted to account for natural variation in performance.